

**Birth Order: College Students' Perceptions of Their  
Ordinal Position Compared to  
Alfred Adler's Categories**

**by**

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**Abstract**

The purpose of this study is to determine whether college students' perception of their birth order characteristics matches that of Alfred Adler's model of birth order. Adler found through observation and studies that each individual birth order; oldest, second, middle, and youngest all have their own common characteristics in relation to their actions, way of thinking and personality traits.

The subjects for this study were undergraduate college students in a rural Midwestern campus enrolled in a family studies course. The researcher adapted a currently existing instrument after first attempting to contact the authors. The original survey included fifteen sections, but for the purpose of this study the researcher included only the primary birth order

characteristics and three questions relating to sibling relationships. Also included in the survey were questions pertaining to known miscarriages before or after their birth. Demographic questions were also included.

The results indicated that the majority of students confirmed Adler's birth order theory to their birth order. Some characteristics are shared between the youngest and oldest because both birth orders felt they had this characteristic most strongly which supports Adler's original theory. It is recommended that additional research on birth orders and individual perceptions of ordinal positions be conducted to gain a better understanding of individual's perceptions of their positions. It is also recommended that additional data be gathered on individuals who report having had miscarriages in their family, and on males for the purpose of determining the role of gender on birth order.

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## Chapter I: Introduction

Birth order refers to an individual's ordinal position within his or her family system. Each individual perceives their birth order within their family in a different way using various characteristics to describe themselves. "It is not, of course, the child's number in the order of successive births which influences his character, but the situation into which he is born and the way in which he interprets it" (Adler, 1956, p. 377). According to Dreikurs (1973), an individual's impression of his environment will be different depending on his birth order or an only boy amongst all girls or vice versa.

Alfred Adler was one of the first theoreticians to describe similarities between first born children to only children (Lohman, Lohman, & Oscar, 1985). Also, he placed considerable importance upon family constellation. Adler observed that individuals in similar positions in different families often adapted common characteristics and adaptive behaviors. "Of course there is much which is the same for all children in the same home, but the psychological situation of each child is individual and differs from that of others, because of the order of their succession" (Adler, 1956, p. 376). It is also said that from the Adlerian view, the individual's psychological view of his/her ordinal position needs to be studied or observed in relation to the family constellation. Alfred Adler described five ordinal positions: oldest, second, middle, youngest, and only child. "With each ordinal position is associated certain classical characteristics" (Sweeney, 1981, p. 11). These certain characteristics cause their personalities to be more predictable in terms of attitudes, personality traits, and behaviors.

An expert in the field stated that "it is found that each child has an essentially different position in the family and must see all the circumstances of his childhood in an entirely different

light” (Dreikurs, 1953, p. 37). When discussing an individual’s ordinal position, there are many factors that need to be taken into account such as adoptions, miscarriages, or abortions.

Additional factors can include, age spacing of the siblings, sex of siblings, twins or multiple births, size of families, blended families, or parental birth order (Toman, 1976). Ordinal position can also be related to characteristics, interests, attitudes, or behavioral attitudes. Birth order is closely related to many factors affecting a person’s personality development, his/her family structure, and the people he/she will surround themselves with. By looking at individual children, one can speculate how he/she will interact with the other members within the family.

In the instances of twins or multiple births, the family tends to delegate which sibling will be the older one of the two, either by sex, height, or time they were born (Toman, 1976). “One should try to determine by observation and inquiry which one plays the part of the senior, of the sibling in charge, and which one plays the part of the junior, of the impulsive and dependent one” (Toman, 1976, p. 31). In addition, if the twins or multiple birth children come from a family that also include single siblings, a closer investigation at how they fit in ordinal positioning of the family as a whole must be determined. Twins will most likely assume the birth order characteristics of their overall position within the family. As in single sibling’s birth orders, twins, triplets, or quadruplets, the eldest sibling, whether by age or appointed by family, will assume their characteristics and the remaining siblings then adapt their own personal characteristics.

When a child is adopted into a family early in his/her life he/she cannot distinguish between biological parents or adoptive parents. This would have to occur soon after birth for the child to grow up as children do with their biological parents. However, later on in life there is a



strong possibility that the child will want to know how they were born or if they are their real parents. Furthermore, children who are adopted later in life or foster children have a greater challenge because it is more difficult for the children to accept the adoptive parents as their true parents. It is more difficult for these children because they may be coming from unstable circumstances such as staff or home changes, multiple children within the home or system, or continuous staff/placement changes. However, they try to adjust to the stability of the new family dynamics (Toman, 1976).

Changes in families may continually occur also. Families grow by adding new members, which change the order of siblings. Another circumstance that can affect the family configuration is the adoption, bringing in a foster-child, or the merging of two families. When parents separate and re-marry; this change may add half-sisters and brothers with new step parents or divorced parents may stay single-parent homes changing family dynamics. All of these changes in the families transform how an individual may see his/her ordinal position within his/her family constellation. Last, "in an average of 10 percent of all families, a person is likely to permanently lose a parent during his childhood or youth" (Toman, 1976, p. 40.) This loss could be from death or from the parent removing his/her permanently from the family, such as divorce or suddenly leaving. Children may also be unexpectedly separated from the family in the same ways. Also, according to Toman, youth are taken approximately 10% from families (Toman, 1976). Despite how the member left the family, such as death or leaving on their own, the absence in the family affects the remaining members. "Siblings who died very young may have had considerable influence on the patient's life; they may be responsible for parental

anxiety about patient's health and survival, or they may represent an unbeatable rival, since nobody can compete successfully with a dead brother or sister" (Dreikurs, 1973, p. 90).

Therefore, this study will examine if people perceive their ordinal position characteristics according to Alfred Adler's theory of birth order. Adler placed substantial importance on family constellation and birth order. Family constellation as Adler defines it, "is a term used to describe the socio-psychological configuration of a family group" (Sweeney, 1981, p. 10). Each member has a considerable position within the family. According to Adler, some factors that effect how a person perceives their birth order include "personality characteristics and emotional distance of each person, age differences, order of birth, the dominance of submission of each member, the siblings, and the size of the family" (Sweeney, 1981, p. 10-11). Finally, Adler found through observation and studies that each individual birth order; oldest, second, middle, and youngest all have their own common characteristics in relation to their actions, way of thinking and personality traits.

### *Statement of the Problem*

The purpose of this study is to determine whether college students' perception of their birth order characteristics matches that of Alfred Adler's model of birth order. Data will be collected during Spring, 2007 through a survey distributed to undergraduate students in a family studies course on campus in a small, rural Midwestern town.

### *Research Questions*

The researcher will be addressing the following questions:

1. Do individuals perceive their birth order characteristics in the same way as Alfred Adler's?

2. Are there certain known characteristics within the birth order; such as stillbirths, adoptions or miscarriages that affect the individual's birth order to not conform to Adler's theory?

### *Definition of Terms*

*Birth Order:* "Oldest Child, second, middle, youngest, and only child" (Adler, 1956).

*Family Constellation:* "used to describe the socio-psychological configuration of a family group. The personality characteristics and emotional distance of each person, age differences, order of birth, the dominance of submission of each member, the siblings, and the size of the family are all factors" (Sweeney, 1981, p. 10-11).

*Ordinal Position:* "refers only to birth order" (Sutton-Smith & Rosenberg, 1970, p. 2)

### *Limitations and Assumptions of the Study*

A few limitation and assumptions exist in this study. It is assumed through this study that the majority of the individuals will know their true birth order. It is assumed that students will answer honestly about their personal birth order characteristics.

One limitation of this study is that the sample size is small and only one college campus was sampled, concluding this study cannot be representative of the entire United States population. A further limitation of this study is that students may not have knowledge of possible stillbirths, miscarriages, or abortions within their family which could affect their family constellation.

## Chapter II: Literature Review

Alfred Adler had many accomplishments in a variety of areas throughout his life.

“Alfred Adler had his beginning in Vienna at the turn of the century. He began private practice as an ophthalmologist in 1889 but later turned to general practice, then to neurology, and later psychiatry” (Sweeney, 1998). Adler was also a colleague of Freud after joining a discussion that Freud led. “Adlerian theory, however is different from Freud’s theory in that it is socially based, interpersonal, and subjective, it emphasizes the future, holism, equalitarianism, and choice” (Sweeney, 1998).

Alfred Adler was born in 1870; however, his health was unstable throughout childhood including contracting rickets and pneumonia. He was also run over by a vehicle at age 5. As he grew older, his health improved and he received a degree from the University of Vienna in 1895 (Sweeney, 1998). Adler attributed his interest in medicine as an effort to defeat death, to his improving health throughout his childhood, and to the encouragement of his father (Sweeney, 1998). He then served as a medical officer in World War I, creating child guidance clinics in the Vienna schools. Alfred Adler considered one’s birth order or family constellation to be very valuable in relation to how an individual responds to their surroundings. “Essentially what Adler observed was the tendency of individuals holding similar positions in different families to assume similar characteristics, attitudes, and behaviors” (Sweeney, 1998). “Adler often emphasized one’s birth order as having an influence on the style of life and the strengths and weaknesses in one’s psychological make up” (Wikipedia encyclopedia, 2007, Section 10, Para. 1).

This chapter begins by explaining the five ordinal positions as outlined by Alfred Adler. Next will be a description of which siblings in the family constellations have the most influence on one another and the influences that affect the siblings. Also discussed is the age spacing between siblings and the characteristics that result between the siblings. Finally, this chapter concludes with a discussion of the parental influences, including their birth order, and how this can influence children in the family.

With ordinal positions it is important to remember that it is not the position that the individual holds, but how he/she interprets his/her position. Therefore, if the eldest child develops on a specific characteristic such as being weak, then the second born will take on a lifestyle similar to that of an eldest child (Adler, 1956). Also, in a large family, if some children are born much later than the rest; the younger children will be in a different constellation and develop a second birth order of characteristics within the family.

### *Oldest Child*

The eldest sibling, according to Adler (1956), is usually given a large amount of attention, affection, and spoiling. Oldest children are “trained to imitate their fathers or mothers; often they play the part of a father or mother with the younger children, look after them, teach them, and feel themselves responsible for their welfare” (Adler, 1956, p. 378). They tend to strive for perfection, occasionally developing a grand ability of organization, and striving for perfection in all aspects of their lives. When looking at life in general first born children, “very often are concerned with their own prestige and have to be ‘first’” (Sweeney, 1981, p. 190). They enjoy taking on roles that allow them to be responsible for other people. Also, first born children relate well with others and especially adults, and give into adult expectations and values

more voluntarily (Sweeney, 1981). One study found, that first born children were “rule-oriented, authority-oriented, and past-oriented...dependable, high achievers and have a dislike for change” (Nield, Ward, & Edgar, 1978, p. 143).

At some point, Adler refers to a stage in the first born child’s life as being “dethroned” or a situation where a second child is born resulting in attention and affection from the parent’s being shared (Adler, 1937). This situation may bring on tension or jealousy. Their actions of how to regain attention from parents over the new baby will be unconscious and will be evaluated based on reactions of their surroundings. The actions can range from good behavior to rebellious behavior, or lead into depressive behavior if all actions are unnoticed (Adler, 1937).

#### *Second/Middle Child*

This child from day one is trying to carve out a new and individual role from that of the oldest child. Experts in the field found that “they are often sensitive to injustices, unfairness, feelings of being slighted, and having no place in the group” (Nield, Ward, & Edgar, 1978, p. 143). Adler (1956) stated that the second child conducts themselves as if he/she were in a race, trying to go beyond his/her older siblings. Rivalry can be intense in families that encourage comparisons in families. The second child may be less responsible and more independent and cooperative because from day one he/she is always sharing attention with another child. In addition, the second child may focus his/her concentration on activities or abilities that are different from or of little interest to the eldest child. The second/middle child usually identifies weaknesses by oldest siblings and succeeds in these areas to gain praise from parents. According to Adler, “in his later life, the second child is rarely able to endure the strict leadership of others or to accept the idea of ‘eternal laws’” (Adler, 1956, p. 380).

The middle child also feels the same pressures as the second child and incorporates the pressures of striving and sharing attention from both older and younger siblings. However, they are less affected by a new sibling in the family because they are already accustomed to being a brother/sister. "They may be more independent, rebellious, sensitive, and overtly seek assurances of their place with the parents" (Sweeney, 1981, p. 12). In addition, middle children gain knowledge and skill of having strong communication and negotiation skills with family members, both siblings and parents. The literature states that middle children are in a position to learn from elder siblings' errors.

### *Youngest*

"All other children can be dethroned, but never the youngest" (Adler, 1956, p. 380). Often in fairytales, the younger sibling will be portrayed to outshine their siblings because this is the same for human history. "With family values by both parents on achievement, they might be the hardest runners and greatest achievers of them all if they perceive that as a way to make their place" (Sweeney, 1981, p. 13). However, they may want to excel in everything to be unique. They are generally spoiled and well taken care of by older siblings and parents, often referred to as "protected" (Adler, 1956). Youngest children view themselves as the center of attention by all family members. Because when they were born, they were surrounded by family, they feel more comfortable in social gatherings and enjoy entertaining. According to experts in the field (Nield, Ward, & Edgar, 1978, p. 143) "they often are manipulative and may cry...often the psychologically youngest children are charmers."

### *Only*

This child can also never be dethroned, but has similar qualities to the oldest child in a family (Sweeney, 1981). However, according to Adler's literature (1956), an only child's rival is not a brother or sister in this case, but the father of the family. The child will compete for the attention of their mother who spoils the baby or only child of the family. "If the children are spaced many years apart, each child will have some of the features of an only child" (Adler, 1956, p. 381). This could occur if the parents are leery to have more children because of economic circumstances or other factors. According to Sweeney, "only children may be perceived as quite mature for their age, comfortable with adults, responsible, cooperative, and developing mastery in cognitive skills" (1981, p. 13). However, they will be seen as lacking the ability to connect with their peer group. This in turn could make it harder for only children to adjust to new situations such as entering kindergarten or life events that require interaction with peers.

### *Influences on Siblings*

Sibling spacing, or how many years the siblings were born apart, has an influence on their perception of their ordinal position and characteristics they assume. In addition, gender of siblings and size of the family has an impact. In families, sibling configurations begin to form based on many factors including environmental, parental influences or internal personal characteristics of each sibling. Finally, parental influence has a large impact on a sibling's birth order and their characteristics that they will establish for themselves.

The sibling who is most different from them is then considered the most significant to that sibling. According to Adler, "They derive impressions of their place in the family, their



world at the time, by comparing themselves with whoever is closest to them” (Sweeney, 1981, p. 11). The reason for this significance is that the opposite sibling tends to also hold the most competition for the other sibling, including variations in character, temperament, and interests.

If there is only one boy in an all girl family or vice versa, he/she finds him/herself in a special position. They often are very appreciative of their characteristic roles within the family and will adopt specific characteristics to help them expand on these roles. This individual may also feel isolated because he/she is the only child of his/her gender. Because of this, they could either grow up on either extreme; a male may have qualities that are very strong to very weak, or a female may have qualities that are very masculine or feminine, depending on the environment in which the child was raised.

If children are only one or two years apart, the two siblings are generally rivals with one another, fighting for care and attention of parents. When the siblings are three to four years apart, the older one of the two is ultimately threatened by the younger for influence and control over his parents; four or five years apart, the older child has become skilled at responding in a sex-specific ways to his/her parents (Toman, 1976). Once a second sibling is born, the older sibling is in school and he/she has less anxiety about protecting his/her home and parent's attention because he/she is more involved with school and activities. According to Adler (1956), the smaller of an age gap between siblings, the more of an attachment they have with one another.

Families may have multiple constellations. For instance, siblings six or more years apart are apt to be less than complete siblings due to the age gap and new configurations form (Toman, 1976). Adler believed that this age difference between siblings resulted in a new birth

order formation in the family, so a large family with many years between siblings may have multiple birth orders.

There are many different configurations that can take place within a family for males and females depending on how many children are in a given family. On average, the United States family consists of approximately three children. "Configurations of five or more children, however, occur only in 10% of the families with children" (Toman, 1976, p. 23). It has been pointed out that children in larger families especially those in the middle feel isolated and alone. However, there is also literature (Toman, 1976) stating that very large families form various subgroups between children. These subgroups may be separated by age, physical characteristics, social behavior, or intelligence. Parents may also delegate these subgroups in some circumstances.

### *Parental Influences*

The parents of the siblings are the final influence upon a sibling's depiction of his/her family and environment. Parents are the main providers of the interpersonal relationships and influence the roles that males and females play. In addition, "the difference in character, temperament and interest between the first and second child often seems to be based on inherited capacities, especially if each of the children appears to take after a different parent" (Toman, 1976, p. 40). A child often tries to imitate the characteristics of a parent who he/she is in conflict with because the child wishes to gain the authority or control that the parent holds. When looking at the parent's birth order, one can see who they would be better able to identify with of their children. A parent needs to find ways to identify with all of his/her children, but characteristically and psychologically a male first born child would be better able to

understand a son that is also male and first born versus a female last born. This is because the parent has had similar situations and emotional reactions in their own birth order so they are able to relate with this particular child.

Adler's theory is commonly used in schools and institutional settings. "Its popularity can be attributed to its hopefulness and its usefulness and in multiple settings" (Sweeney, 1998). The primary criticism of Adler's birth order theory is the lack of scientific support for his interpretations on birth order roles. "Yet the value of the hypothesis was to extend the importance of siblings in marking the psychology of the individual beyond Freud's more limited emphasis on the Mother and Father. Hence, Adlerians spend time therapeutically mapping the influence that siblings (or lack thereof) had on the psychology of their clients." (Wikipedia encyclopedia, 2007, Section 10, Para. 1). Finally, birth order is another element for therapists or counselors to gain insight into possible strengths, characteristics, or behaviors based on one's ordinal position and family constellation within their family. These characteristics, created by Alfred Adler have been studied and examined by many other theorists.

### Chapter III: Methodology

The purpose of this study was to determine whether college students' perception of their birth order characteristics matches that of Alfred Alder's model of birth order. This chapter will include a brief description of how the subjects were selected for this study, as well as a discussion of the demographics of the sample used for the study. In addition, an explanation of the instrumentation that was used and the procedures for collecting the data is outlined. Next, details pertaining to the data collection, including how it was collected, and analysis can be found in this chapter. Last is a description of the limitations that exist within this study.

#### *Subject Selection and Description*

Undergraduate college students in a rural Midwestern campus enrolled in a family studies course were selected as subjects for this study. This course was chosen in hopes of obtaining equal members of males and females and people with multiple ordinal positions. The professor was contacted to ask permission to take 15-20 minutes of class time to distribute the survey. Students in the classes received a cover letter explaining the purpose of the study and consent form, and were asked to participate by filling out the survey and placing it in an envelope in the front of the class.

#### *Instrumentation*

After a thorough review of Adler-influenced instruments, the researcher designed an instrument for the purpose of this study (Appendix B). The original survey included twelve sections, but for the purpose of this study, the researcher included only the primary birth order characteristics and three questions relating to sibling relationships. Demographic questions were also included. The researcher attempted to receive approval to adapt a specific instrument

previously published by the Adlerian Institute in Chicago. The researcher attempted to contact the original authors of the survey, and emailed an additional request to the Adlerian Institute but was unsuccessful in all attempts. However, the researcher was encouraged by a statement made in one of the books researched: "As a student gains confidence in thinking globally, if not holistically, he/she will develop his/her own particular approach to this process" (Baruth & Eckstein, 1981, p.189). The researcher pilot tested the survey on seven college students to assess its validity and reliability. Minor changes were made. The final instrument was six pages in length. The survey asked the college students their ordinal position within their family, number of siblings, student's gender, and age. Participants were asked if they had any known miscarriages, still-births, or abortions within their family of origin.

#### *Data Collection Procedures*

Once the Institutional Review Board (IRB) granted permission for the data collection, a family studies professor was contacted to ask permission to survey the class. Data collection took place during the Spring semester of 2007. Once approved by the individual professor, the researcher went into the course at a convenient time for the professor, explained the survey to the students, distributed a cover letter confirming the purpose of the study along with a consent form, and administered the instrument to all participants. The cover letter and consent form informed the students that their participation in the study was voluntary, all information would be kept confidential, and that they could withdraw from the process at any time (Appendix A). The survey took the students 10-15 minutes to complete and when finished they brought it to the researcher who separated the cover letter from the survey and placed the survey in a separate envelope. There were no identifiers on the survey. The student was given the cover letter which

included the phone numbers of the researchers in case the students had further questions or comments about the survey. To protect the confidentiality of the subjects, the actual surveys were destroyed after data analysis was completed.

### *Data Analysis*

Descriptive statistics, including means, standard deviation, and frequency counts were used to evaluate the data. Frequencies were calculated for all five ordinal positions and the data were compared to Alfred Adler's research on birth orders. Comparisons were also done between the individual ordinal positions. Considerable qualitative statements were also inputted that will be discussed in the results section.

### *Limitations*

Every study has limitations and this study is no exception. One limitation of this study is that the instrument itself does not have reliability or validity because it was developed for the specific purpose of this study. Also, because the sample size was small and was only representative of one college campus, it cannot be representative of the entire U.S. population. A final limitation was that the researcher was dependent upon on the subject's awareness of miscarriages within their family, which could possibly affect their family constellation.

Using the process described in this chapter, data was collected and evaluated. The next chapter will report the results of the study.

## Chapter IV: Results

The purpose of this study was to determine whether college students' perception of their birth order characteristics matches that of Alfred Adler's model of birth order. This chapter will identify the results of the data analysis and discuss the overall results. Demographic information related to gender, age, and birth order was collected. No information about race, ethnicity, or socio-economic status was collected as Alfred Adler posited that those variables made no difference in terms of birth order characteristics. There were fifty-eight surveys collected and fifty-four surveys were used.

### *Demographic Information*

Of the fifty-four subjects, three (5.6%) were male and fifty-one (94.4%) were female. The birth order of the subjects was as follows: there were 19 (35.2%) first-born; 3 (5.6%) second born; 9(16.7%) middle children and 23 (42.6%) youngest children. For the question: "who took care of whom," of the 54 respondents, only two mentioned that their middle sister took care of the younger children; the rest of the respondents stated the oldest took care of the youngest children. For the question: "who played with whom," 53 respondents stated they played with their siblings. For the question: "who got along with best with whom," responses reflected sibling sub-groups.

*Item Analysis*

The results of the study can be found in Appendix C. According to Adler, each ordinal position should have defined characteristics that fit a specific family birth order. For all of the items asking “who is the most like you?” the majority of the responses indicated this to be true, thereby supporting Adler’s theory. The only exceptions were: helpful around the house, rebellious, trying to please, considerate, sensitive/easily hurt, sense of humor, standards of morals, attractive, punished, and friends/sociable. The responses to these items indicated that the individual or birth order answering the questions felt they themselves had this specific characteristic instead of an opposite ordinal position, resulting in a conflict of Adler’s theory.

Item number 10 asked who was most helpful around the house. Of the responses, 14 (60.9%) of the youngest children and 11 (57.9%) of the oldest children stated they were the most helpful around the house. Adler’s theory states oldest children are “trained to imitate their fathers or mothers; often they play the part of a father or mother with the younger children, look after them, teach them, and feel themselves responsible for their welfare” (Adler, 1956, p. 378). These results indicate that fewer of the oldest children responded in ways typical of Adler’s theory, which refutes his beliefs.

Item number 12 asked who were the most rebellious. Of the responses, 14 (60.9%) of the youngest children and 10 (52.6%) of the oldest children stated they were the most rebellious which correlates with Adler’s beliefs. Item number 13 asked who tried to please the most. Of the responses, 12 (52.2%) of the youngest children and 10 (52.6%) of the oldest



children stated they were most likely in the birth order as trying to please. These responses refute Adler's theory. According to Adler, second children "may be more independent, rebellious, sensitive, and overtly seek assurances of their place with the parents" (Sweeney, 1981, p. 12). Item number 18 asked who was most sensitive/easily hurt. Of the responses, 16 (69.9%) of the youngest children and 9 (47.4%) of the oldest children stated they were most sensitive/easily hurt. Of the middle children surveyed 4 (44.4%) reported being the most sensitive. According to Sweeney (1981) Adler reported, that middle/second children are commonly most sensitive.

Item number 15 asked who was most considerate. Of the responses, 12 (52.2%) of the youngest children and 13 (68.4%) of the oldest children stated they were most considerate. In addition, 7 (77.8%) of the middle children stated that they were most considerate. According to Adler, the second/middle children tend to be the most considerate. Item number 20 asked who has the most sense of humor. Of the responses, 10 (43.5%) of the youngest children and 12 (63.2%) of the oldest children stated they had the most sense of humor in their ordinal position. However, according to Adler, the youngest child tends to have the most sense of humor. According to Adler, because the youngest siblings are frequently surrounded by family members they feel more comfortable in social gatherings and enjoy entertaining. Because of this they are more interactive with their peers and adults. In addition, 5 (55.6%) of the middle children stated that they felt they had the best sense of humor. Item number 27 asked who in their birth order was most attractive. Of the responses, 8 (34.8%) of the youngest children and 11 (57.9%) of the

oldest children stated they had they felt they were most attractive in their ordinal position. These results support Adler's theory.

Item number 24 asked who has standards of morals. Of the responses, 13 (56.5%) of the youngest children and 12 (63.2%) of the oldest children stated they had the highest standards of morals in their ordinal position. Older children are often viewed by Adler to have higher standards of morals. Item number 29 asked who in their birth order was most punished. Of the responses, 12 (52.2%) of the youngest children and 12 (63.2%) of the oldest children stated they had they felt they were most punished in their ordinal position. According to Adler, typically the oldest child is the most punished.

Item number 30 asked who in their birth order had the characteristic of more friends/sociable. Of the responses, 9 (39.1%) of the youngest children and 11 (57.9%) of the oldest children stated they had they felt they were had the most friends/sociable in their ordinal position. In addition, 5 (55.6%) of the middle children stated that they felt they had the most friends/were the most sociable. According to Adler (1956), because of when the second/middle children were born, they were surrounded by family; they feel more comfortable in social gatherings and enjoy entertaining.

As noted in the results listed in Appendix C, it is obvious that the second and third children report minimal scores on the majority of the characteristics, which confounds Adler's theory that middle children work to carve out a special niche for themselves. The only characteristics that middle children scored themselves slightly higher in were best grades in

school, helpful around the house, conforming, rebellious, considerate, sensitive/easily hurt, sense of humor, materialistic, friends/sociable, and leader. This indicates that middle children agree with Adler's theory in that they find themselves to be conforming, rebellious, friends/sociable, leaders, and considerate.

Item number thirty six and thirty seven asked if there were any known miscarriages in the family and if the miscarriage took place before or after their birth. There were twenty miscarriages reported by the female subjects and twelve occurred before their birth, six occurred after, and two were unknown. Therefore it is possible that some of the results may be influenced by the miscarriages, according to Adler's theory.

Some participants on their survey marked that two siblings had the same characteristics, which explains the "comb" column in the charts (Appendix C). For instance, it may say "1-4 combination"; this implies that the respondent felt that the oldest (1) and youngest (4) both had this quality and they could not choose just one birth order.

## Chapter V: Discussion, Conclusion and Recommendations

The researcher's statement of the problem assumed college student's perceptions of their birth order would match Alfred Adler's model and characteristics. This chapter will restate the researcher's questions and examine the findings based on the surveys and data that were collected. Finally, through examining the data, the researcher will then propose further recommendations for continued research.

### *Discussion*

Overall survey results supported Alfred Adler's theory of birth order. For the researcher's first question, do individuals perceive their birth order the same as Alfred Adler's, the majority of the responses indicated that there was a correlation between Adler's assumptions about the characteristics and the responses of the subjects. However, there were a few characteristics that were difficult to decipher because each individual birth order felt they had that characteristic more than the others, disproving Adler's theory. These birth order characteristics included: best grades in school, rebellious, trying to please, considerate, sensitive/easily hurt, sense of humor, standards of morals, attractive, punished, and friends/sociable. The second question posed by the researcher was: are there certain known characteristics (such as miscarriages) that affect the individual's birth order to not conform to Adler's theory. Since there were twelve respondents who indicated a miscarriage occurred before their birth, this might influence their birth order characteristics and subsequently their responses to the survey.

In addition, the researcher observed that middle children seem to get lost in a family constellation. The majority of oldest and youngest children did not report that second/middle children were strong or weak in any particular categories of Alfred Adler's birth order characteristics. Of the few second/middle children surveyed (n=12), their responses indicated they felt strong in best grades in school, helpful around the house, conforming, rebellious, considerate, sensitive/easily hurt, sense of humor, materialistic, friends/sociable, and leader, which supports Adler's theory.

Finally, the high number of miscarriages took researcher by surprise. Of the fifty-four respondents, twenty respondents reported a known miscarriage before or after their birth.

### *Recommendations*

Based on the results, certain recommendations can be made for further birth order research. In the future, more males need to be surveyed to be able to support or refute Adler's suppositions regarding gender and birth order. Future surveys would benefit from surveying only those individuals whose families have experienced a miscarriage, or surveying a population with only one birth order (e.g. oldest child only). Finally, the survey produced a lot of information, but the format of the survey made the results difficult to interpret. For instance, the spacing between siblings and new family constellations was difficult to determine which may have impacted the overall results.

The original survey was designed to be an interview format so revising it to be used in a survey design may have been confusing to participants. Rating the most and least characteristics

within their birth order may have confused the respondents. Finally, future studies can gather more data from college students which could confirm or negate Adler's theory.

### *Limitations*

One limitation of this study was that the instrument itself does not have reliability or validity because it was developed for the specific purpose of this study. Also, because the sample size was small and was only representative of one college campus, it cannot be representative of the entire U.S. population. Next, a limitation was that individuals might not have been aware of possible miscarriages, stillbirths, or abortions within their family, which could possibly affect their family constellation. Finally, participants were being asked to rate themselves and their siblings on specific characteristics. The researcher has no control over their honesty or personal opinions which is a limitation that could have distorted the results.

### *Conclusion*

The purpose of this study was to determine whether college students' perception of their birth order characteristics matches that of Alfred Adler's model of birth order. The results indicated that the majority of student's responses confirmed Adler's birth order theory to their birth order. Some characteristics were shared between the youngest and oldest because both birth orders felt they had this characteristic most strongly.

Specifically, the younger children that were surveyed characterized themselves as having qualities of best grades in school, helpful around the house, conforming, rebellious, trying to

please, critical of others, considerate, selfish, have own way, sensitive/easily hurt, temper tantrums, sense of humor, impractical, standards of morals, athletic, attractive, spoiled, punished, sociable, follower, and artistic. These responses support Adler's theory of birth order.

The older children that were surveyed characterized themselves as having qualities of intelligent, hardest worker, helpful around the house, trying to please, critical of others, considerate, sense of humor, materialistic, standards of achievement, standards of morals, strongest, attractive, punished, sociable, leader, musical, and a known handicapped/prolonged illness. These responses support Adler's theory of birth order. It is clear from this study that more research needs to be done to verify Adler's birth order theory, in particular to determine the impact of miscarriage on birth order characteristics and the role of gender on birth order.

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## Appendix A

Dear Student:

Spring 2007

I am a graduate student in the Guidance and Counseling graduate program and am doing my research on Birth Order: College students' perceptions of their ordinal position compared to Alfred Adler's categories. The purpose of this research study is to identify personality characteristics related to birth order. This study will benefit future counselors by helping validate birth order characteristics in working with children and young adults.

After reading the consent form included below, if you are willing to participate in this study, the attached survey will take approximately 10-15 minutes of your time. Please check the most appropriate space available for each item. You may bring the survey to the front of the room and place it in the envelope when you are finished responding.

This study has been reviewed and approved by Sue Foxwell, Human Protections Administrator, and the Institutional Review Board (IRB) of UW-Stout.

Please take time to read this consent form below because it will explain the potential risks and benefits for participating in this survey.

-----

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and I am aware that any potential risks are minimal. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: If you have any question or concerns about the research study please feel free to contact the researcher, Stacey Armitage, at (715)225-9620, or the research advisor, Dr. Leslie Koepke, at (715)232-2237. Questions about the rights of the research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 152 Voc. Rehab., Menomonie, WI 54751, phone (715)232-2477.

Thank you very much for you time.

Stacey Armitage  
Graduate Student

Leslie Koepke, Ph.D  
Thesis Advisor

## Appendix B

Please mark the appropriate space.

1. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

Please fill in the space with your answer.

2. How many siblings (including yourself in the number) are in your family? \_\_\_\_\_

3. Please mark the space that indicates your position in the family that you grew up in.

The middle child, according to Adler, incorporates all children that do not fall into the other four categories. For example, if you are the third child in a four sibling family, you are considered a middle child.

Oldest child \_\_\_\_\_ Current Age: \_\_\_\_\_

Second child \_\_\_\_\_ Current Age: \_\_\_\_\_

Middle child \_\_\_\_\_ Current Age: \_\_\_\_\_

Youngest child \_\_\_\_\_ Current Age: \_\_\_\_\_

Only child \_\_\_\_\_ Current Age: \_\_\_\_\_

\*\*In the "current age" spaces above, write in the ages of your siblings that are older and/or younger.

\*For large families, there may be multiple ages in the middle child space.

Answer the following short answer questions using the above categories, oldest, second, middle.

#### **Sibling Relationship**

4. Who took care of whom?

5. Who played together?

6. Who got along best with whom?

#### **Sibling Ratings**

Indicate sibling who comes closest to being the most and least like you for each attribute. If an only child, compare with other acquaintances as more or less like you for each attribute.

7. Intelligent**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

8. Hardest Worker**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

9. Best grades in school**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

10. Helpful around the house**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

11. Conforming**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

12. Rebellious**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

13. Trying to please**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

14. Critical of others**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

15. Considerate**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

16. Selfish**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

17. Have own way**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

18. Sensitive, easily hurt**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

19. Temper Tantrums**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

20. Sense of Humor**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

21. Impractical**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

22. Materialistic**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

23. Standards of Achievement**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

24. Standards of morals**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_



25. Athletic**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

26. Strongest**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

27. Attractive**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

28. Spoiled**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

29. Punished**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

30. Friends/Socialable**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

31. Leader**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

32. Follower**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

33. Artistic**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

34. Musical**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

35. Handicapped/Prolonged Illness**Most**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

**Least**

Only/Oldest \_\_\_\_

Second \_\_\_\_

Middle \_\_\_\_

Youngest \_\_\_\_

Acquaintance \_\_\_\_

36. Were there any known miscarriages in your family?

Yes \_\_\_\_

No \_\_\_\_

Don't Know \_\_\_\_

37. If yes, did the miscarriage(s) occur before your birth or after your birth?

Before \_\_\_\_

After \_\_\_\_

Don't Know \_\_\_\_

Thank you for you participation!

## Appendix C

<b>Most Like You:</b>		1 Oldest/Only	2 Second	3 Middle	4 Youngest	Total
<b>Intelligent</b>						
<i>Position</i>						
1 Oldest	Count	10	1	3	5	19
	% within a position	52.6%	5.3%	15.8%	26.3%	100.%
2 Second	Count	2	0	1	0	3
	% within a position	66.7%	0%	33.3%	0%	100%
3 Middle	Count	6	0	2	1	9
	% within a position	66.7%	0%	22.2%	11.1%	100%
4 Youngest	Count	13	1	3	6	23
	% within a position	56.5%	4.3%	13.0%	26.1%	100%
Total	Count	31	2	9	12	54
	% within a position	57.4%	3.7%	16.7%	22.2%	100%

<b>Most Like You:</b>	1	2	3	4	5	9	
<b>Hardest Worker</b>	Oldest/Only	Second	Middle	Youngest	Acquaintance	All/1-2-3-4-5 Combo	Total
<i>Position</i>							
1 Oldest      Count	13	0	2	3	1	0	19
% within a position	68.4%	0%	10.5%	15.8%	5.3%	0%	100%
2 Second      Count	2	1	0	0	0	0	3
% within a position	66.7%	33.3%	0%	0%	0%	0%	100%
3 Middle      Count	5	1	1	1	0	1	9
% within a position	55.6%	11.1%	11.1%	11.1%	0%	11.1%	100%
4 Youngest      Count	11	1	2	9	0	0	23
% within a position	47.8%	4.3%	8.7%	39.1%	0%	0%	100%
Total      Count	31	3	5	13	1	1	54
% within a position	57.4%	5.6%	9.3%	24.1%	1.9%	1.9%	100%

<b>Most Like You:</b>	1	3	4	5	7	
<b>Best Grades in School</b>	Oldest/Only	Middle	Youngest	Acquaintance	1-4 Combination	Total
<i>Position</i>						
1 Oldest      Count	7	3	7	1	1	19
% within a position	36.8%	15.8%	36.8%	5.3%	5.3%	100%
2 Second      Count	1	2	0	0	0	3
% within a position	33.3%	66.7%	0%	0%	0%	100%
3 Middle      Count	4	4	1	0	0	9
% within a position	44.4%	44.4%	11.1%	0%	0%	100%
4 Youngest    Count	9	2	12	0	0	23
% within a position	39.1%	8.7%	52.2%	0%	0%	100%
Total          Count	21	11	20	1	1	54
% within a position	38.9%	20.4%	37.0%	1.9%	1.9%	100%

<b>Most Like You: Helpful Around the House</b>	<b>1 Oldest/</b>	<b>2 Second</b>	<b>3 Middle</b>	<b>4 Youngest</b>	<b>7 1-4 Combo</b>	<b>10 1-2 Combo</b>	<b>Total</b>
<b>1 Oldest Count</b>	11	1	4	2	1	0	19
<b>% within a position</b>	57.9%	5.3%	21.1%	10.5%	5.3%	0%	100%
<b>2 Second Count</b>	1	2	0	0	0	0	3
<b>% within a position</b>	33.3%	66.7%	0%	0%	0%	0%	100%
<b>3 Middle Count</b>	2	0	5	1	0	1	9
<b>% within a position</b>	22.2%	0%	55.6%	11.1%	0%	11.1%	100%
<b>4 Youngest Count</b>	3	1	5	14	0	0	23
<b>% within a position</b>	13.0%	4.3%	21.7%	60.9%	0%	0%	100%
<b>Total Count</b>	17	4	14	17	1	1	54
<b>% within a position</b>	31.5%	7.4%	25.9%	31.5%	1.9%	1.9%	100%

<b>Most Like You:</b> <b>Conforming</b> <i>Position</i>	1 Oldest/ Only	2 Second	3 Middle	4 Youngest	5 Acquaintance	7 1-4 Combo	Total
1 Oldest      Count	6	1	3	8	1	0	19
% within a position	31.6%	5.3%	15.8%	42.1%	5.3%	0%	100%
2 Second      Count	1	0	1	1	0	0	3
% within a position	33.3%	0%	33.3%	33.3%	0%	0%	100%
3 Middle      Count	1	0	6	2	0	0	9
% within a position	11.1%	0%	66.7%	22.2%	0%	0%	100%
4 Youngest    Count	6	3	5	8	0	1	23
% within a position	26.1%	13.0%	21.7%	34.8%	0%	4.3%	100%
Total          Count	14	4	15	19	1	1	54
% within a position	25.9%	7.4%	27.8%	35.2%	1.9%	1.9%	100%



<b>Most Like You:</b>	1	2	3	4	5	
<b>Rebellious</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	Total
<i>Position</i>						
1 Oldest      Count	10	1	4	2	2	19
% within a position	52.6%	5.3%	21.1%	10.5%	10.5%	100%
2 Second      Count	0	0	2	1	0	3
% within a position	0%	0%	66.7%	33.3%	0%	100%
3 Middle      Count	1	2	4	2	0	9
% within a position	11.1%	22.2%	44.4%	22.2%	0%	100%
4 Youngest    Count	6	0	3	14	0	23
% within a position	26.1%	0%	13.0%	60.9%	0%	100%
Total          Count	17	3	13	19	2	54
% within a position	31.5%	5.6%	24.1%	35.2%	3.7%	100%

<b>Most Like You:</b> <b>Trying to Please</b> <i>Position</i>	1 Oldest/ Only	2 Second	3 Middle	4 Youngest	Total
1 Oldest      Count	10	0	3	6	19
% within a position	52.6%	0%	15.8%	31.6%	100%
2 Second      Count	0	2	0	1	3
% within a position	0%	66.7%	0%	33.3%	100%
3 Middle      Count	4	0	4	1	9
% within a position	44.4%	0%	44.4%	11.1%	100%
4 Youngest    Count	7	1	3	12	23
% within a position	30.4%	4.3	13.0%	52.2%	100%
Total          Count	21	3	10	20	54
% within a position	38.9%	5.6%	18.5%	37.0%	100%

<b>Most Like You:</b>	1	2	3	4	
<b>Critical of Others</b>	Oldest/ Only	Second	Middle	Youngest	Total
<i>Position</i>					
1 Oldest      Count	9	1	2	6	18
% within a position	50.0%	5.6%	11.1%	33.3%	100%
2 Second      Count	3	0	0	0	3
% within a position	100%	0%	0%	0%	100%
3 Middle      Count	3	2	3	1	9
% within a position	33.3%	22.2%	33.3%	11.1%	100%
4 Youngest    Count	11	2	3	7	23
% within a position	47.8%	8.7%	13.0%	30.4%	100%
Total          Count	26	5	8	14	53
% within a position	49.1%	9.4%	15.1%	26.4%	100%

<b>Most Like You:</b>	1	2	3	4	7	
<b>Considerate</b>	Oldest/ Only	Second	Middle	Youngest	1-4 Combo	Total
<i>Position</i>						
1 Oldest      Count	13	1	2	2	1	19
% within a position	68.4%	5.3%	10.5%	10.5%	5.3%	100%
2 Second      Count	0	2	1	0	0	3
% within a position	0%	66.7%	33.3%	0%	0%	100%
3 Middle      Count	2	0	7	0	0	9
% within a position	22.2%	0%	77.8%	0%	0%	100%
4 Youngest    Count	5	0	5	12	1	23
% within a position	21.7%	0%	21.7%	52.2%	4.3%	100%
Total          Count	20	3	15	14	2	54
% within a position	37.0%	5.6%	27.8%	25.9%	3.7%	100%

<b>Most Like You:</b>		1	2	3	4	5	
<b>Selfish</b>		Oldest/ Only	Second	Middle	Youngest	Acquaintance	Total
<i>Position</i>							
1 Oldest	Count	6	0	1	9	2	18
	% within a position	33.3%	0%	5.6%	50.0%	11.1	100%
2 Second	Count	1	0	1	1	0	3
	% within a position	33.3%	0%	33.3%	33.3%	0%	100%
3 Middle	Count	4	1	2	2	0	9
	% within a position	44.4%	11.1%	22.2%	22.2%	0%	100%
4 Youngest	Count	7	3	2	10	0	22
	% within a position	31.8%	13.6%	9.1%	45.5%	0%	100%
Total	Count	18	4	6	22	2	52
	% within a position	34.6%	7.7%	11.5%	42.3%	3.8%	100%

<b>Most Like You: Have Own Way Position</b>	<b>1 Oldest/ Only</b>	<b>2 Second</b>	<b>3 Middle</b>	<b>4 Youngest</b>	<b>5 Acquaintance</b>	<b>Total</b>
<b>1 Oldest      Count</b>	6	0	1	11	1	19
<b>% within a position</b>	31.6%	0%	5.3%	57.9%	5.3%	100%
<b>2 Second      Count</b>	1	0	0	2	0	3
<b>% within a position</b>	33.3%	0%	0%	66.7%	0%	100%
<b>3 Middle      Count</b>	6	1	2	0	0	9
<b>% within a position</b>	66.7%	11.1%	22.2%	0%	0%	100%
<b>4 Youngest    Count</b>	5	1	2	15	0	23
<b>% within a position</b>	21.7%	4.3%	8.7%	65.2%	0%	100%
<b>Total          Count</b>	18	2	5	28	1	54
<b>% within a position</b>	33.3%	3.7%	9.3%	51.9%	1.9%	100%

<b>Most Like You:</b>	1	2	3	4	5	8	
<b>Sensitive, Easily Hurt</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	2-3 Combo	Total
<i>Position</i>							
1 Oldest      Count	9	1	1	6	1	1	19
% within a position	47.4%	5.3%	5.3%	31.6%	5.3%	5.3%	100%
2 Second      Count	0	1	1	1	0	0	3
% within a position	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	100%
3 Middle      Count	1	1	4	3	0	0	9
% within a position	11.1%	11.1%	44.4%	33.3%	0.0%	0.0%	100%
4 Youngest    Count	2	1	4	16	0	0	23
% within a position	8.7%	4.3%	17.4%	69.6%	0.0%	0.0%	100%
Total          Count	12	4	10	26	1	1	54
% within a position	22.2%	7.4%	18.5%	48.1%	1.9%	1.9%	100%

<b>Most Like You:</b>	1	2	3	4	5	7	
<b>Temper Tantrums</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest      Count	7	0	1	8	2	1	19
% within a position	36.8%	0.0%	5.3%	42.1%	10.5%	5.3%	100%
2 Second      Count	1	0	0	2	0	0	3
% within a position	33.3%	0.0%	0.0%	66.7%	0.0%	0.0%	100%
3 Middle      Count	1	1	2	5	0	0	9
% within a position	11.1%	11.1%	22.2%	55.6%	0.0%	0.0%	100%
4 Youngest    Count	4	1	1	17	0	0	23
% within a position	17.4%	4.3%	4.3%	73.9%	0.0%	0.0%	100%
Total          Count	13	2	4	32	2	1	54
% within a position	24.1%	3.7%	7.4%	59.3%	3.7%	1.9%	100%



<b>Most Like You:</b>	1	2	3	4	5	7	
<b>Sense of Humor</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest      Count	12	0	2	3	1	1	19
% within a position	63.2%	0%	10.5%	15.8%	5.3%	5.3%	100%
2 Second      Count	0	1	2	0	0	0	3
% within a position	0%	33.3%	66.7%	0%	0%	0%	100%
3 Middle      Count	0	2	5	2	0	0	9
% within a position	0%	22.2%	55.6%	22.2%	0%	0%	100%
4 Youngest    Count	8	1	4	10	0	0	23
% within a position	34.8%	4.3%	17.4%	43.5%	0%	0%	100%
Total          Count	20	4	13	15	1	1	54
% within a position	37.0%	7.4%	24.1%	27.8%	1.9%	1.9%	100%

<b>Most Like You:</b>		1	2	3	4	5	
<b>Impractical</b>		Oldest/ Only	Second	Middle	Youngest	Acquaintance	Total
<i>Position</i>							
1 Oldest	Count	5	1	3	8	1	18
	% within a position	27.8%	5.6%	16.7%	44.4%	5.6%	100%
2 Second	Count	0	0	0	3	0	3
	% within a position	0%	0%	0%	100%	0%	100%
3 Middle	Count	3	1	0	4	1	9
	% within a position	33.3%	11.1%	0%	44.4%	11.1%	100%
4 Youngest	Count	9	2	3	9	0	23
	% within a position	39.1%	8.7%	13.0%	39.1%	0%	100%
Total	Count	17	4	6	24	2	53
	% within a position	32.1%	7.5%	11.3%	45.3%	3.8%	100%

<b>Most Like You:</b>	1	2	3	4	5	
<b>Materialistic</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	Total
<i>Position</i>						
1 Oldest      Count	10	1	1	6	1	19
% within a position	52.6%	5.3%	5.3%	31.6%	5.3%	100%
2 Second      Count	0	0	1	2	0	3
% within a position	0%	0%	33.3%	66.7%	0%	100%
3 Middle      Count	2	1	5	1	0	9
% within a position	22.2%	11.1%	55.6%	11.1%	0%	100%
4 Youngest    Count	12	1	3	7	0	23
% within a position	52.2%	4.3%	13.0%	30.4%	0%	100%
Total          Count	24	3	10	16	1	54
% within a position	44.4%	5.6%	18.5%	29.6%	1.9%	100%

<b>Most Like You:</b>	1	2	3	4	5	7	
<b>Standards of Achievement</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest      Count	10	0	2	3	1	0	19
% within a position	52.6%	0%	10.5%	31.6%	5.3%	0%	100%
2 Second      Count	2	0	1	0	0	0	3
% within a position	66.7%	0%	33.3%	0%	0%	0%	100%
3 Middle      Count	5	1	2	1	0	0	9
% within a position	55.6%	11.1%	22.2%	11.1%	0%	0%	100%
4 Youngest    Count	11	1	1	9	0	1	23
% within a position	47.8%	4.3%	4.3%	39.1%	0%	4.3%	100%
Total          Count	28	2	6	16	1	1	54
% within a position	51.9%	3.7%	11.1%	29.6%	1.9%	1.9%	100%

<b>Most Like You:</b>	1	2	3	4	7	9	11	
<b>Standards of Morals</b>	Oldest/ Only	Second	Middle	Youngest	1-4 Combo	All Combo	1-3 Combo	Total
<i>Position</i>								
1 Oldest      Count	12	0	2	4	0	1	0	19
% within a position	63.2%	0%	10.5%	21.1%	0%	5.3%	0%	100%
2 Second      Count	2	0	1	0	0	0	0	3
% within a position	66.7%	0%	33.3%	0%	0%	0%	0%	100%
3 Middle      Count	4	1	2	1	0	0	1	9
% within a position	44.4%	11.1%	22.2%	11.1%	0%	0%	11.1%	100%
4 Youngest    Count	5	0	3	13	2	0	0	23
% within a position	21.7%	0%	13.0%	56.5%	8.7%	0%	0%	100%
Total          Count	23	1	8	18	2	1	1	54
% within a position	42.6%	1.9%	14.8%	33.3%	3.7%	1.9%	1.9%	100%

Most Like You:		1	3	4	5	7	
<b>Attractive</b>		Oldest/ Only	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest	Count	11	3	3	1	1	19
	% within a position	57.9%	15.8%	15.8%	5.3%	5.3%	100%
2 Second	Count	0	1	2	0	0	3
	% within a position	0%	33.3%	66.7%	0%	0%	100%
3 Middle	Count	3	4	2	0	0	9
	% within a position	33.3%	44.4%	22.2%	0%	0%	100%
4 Youngest	Count	6	7	8	0	2	23
	% within a position	26.1%	30.4%	34.8%	0%	8.7%	100%
Total	Count	20	15	15	1	3	54
	% within a position	37.0%	27.8%	27.8%	1.9%	5.6%	100%

<b>Most Like You:</b>	1	2	3	4	5	7	
<b>Athletic</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest      Count	5	5	2	9	1	0	19
% within a position	26.3%	10.5%	10.5%	47.4%	5.3%	0%	100%
2 Second      Count	0	1	2	0	0	0	3
% within a position	0%	33.3%	66.7%	0%	0%	0%	100%
3 Middle      Count	2	1	3	3	0	0	9
% within a position	22.2%	11.1%	33.3%	33.3%	0%	0%	100%
4 Youngest    Count	9	1	2	10	0	1	23
% within a position	39.1%	4.3%	8.7%	43.5%	0%	4.3%	100%
Total          Count	16	5	9	22	1	1	54
% within a position	29.6%	9.3%	16.7%	40.7%	1.9%	1.9%	100%

Most Like You:  <b>Strongest</b>  <i>Position</i>	1  Oldest/  Only	2  Second	3  Middle	4  Youngest	5  Acquaintance	Total
1 Oldest      Count	9	1	3	5	1	19
% within a position	47.4%	5.3%	15.8%	26.3%	5.3%	100%
2 Second      Count	0	1	2	0	0	3
% within a position	0%	33.3%	66.7%	0%	0%	100%
3 Middle      Count	2	2	2	3	0	9
% within a position	22.2%	22.2%	22.2%	33.3%	0%	100%
4 Youngest    Count	11	2	2	8	0	23
% within a position	47.8%	8.7%	8.7%	34.8%	0%	100%
Total          Count	22	6	9	16	1	54
% within a position	40.7%	11.1%	16.7%	29.6%	1.9%	100%



Most Like You:	1	3	4	7	
<b>Spoiled</b>	Oldest/ Only	Middle	Youngest	1-4 Combo	Total
<i>Position</i>					
1 Oldest      Count	8	0	10	1	19
% within a position	42.1%	0%	52.6	5.3%	100%
2 Second      Count	0	0	3	0	3
% within a position	0%	0%	100%	0%	100%
3 Middle      Count	1	1	7	0	9
% within a position	11.1%	11.1%	77.8%	0%	100%
4 Youngest    Count	3	2	17	1	23
% within a position	13.0%	8.7%	73.9%	4.3%	100%
Total          Count	12	3	37	2	54
% within a position	22.2%	5.6%	68.5%	3.7%	100%

Most Like You:		1	2	3	4	5	
<b>Punished</b>		Oldest/ Only	Second	Middle	Youngest	Acquaintance	Total
<i>Position</i>							
1 Oldest	Count	12	0	1	5	1	19
% within a position		63.2%	0%	5.3%	26.3%	5.3%	100%
2 Second	Count	2	0	0	1	0	3
% within a position		66.7%	0%	0%	33.3%	0%	100%
3 Middle	Count	4	0	3	2	0	9
% within a position		44.4%	0%	33.3%	22.2%	0%	100%
4 Youngest	Count	9	1	1	12	0	23
% within a position		39.1%	4.3%	4.3%	52.2%	0%	100%
Total	Count	27	1	5	20	1	54
% within a position		50.0%	1.9%	9.3%	37.0%	1.9%	100%

<b>Most Like You:</b>	1	2	3	4	5	7	
<b>Athletic</b>	Oldest/ Only	Second	Middle	Youngest	Acquaintance	1-4 Combo	Total
<i>Position</i>							
1 Oldest      Count	5	5	2	9	1	0	19
% within a position	26.3%	10.5%	10.5%	47.4%	5.3%	0%	100%
2 Second      Count	0	1	2	0	0	0	3
% within a position	0%	33.3%	66.7%	0%	0%	0%	100%
3 Middle      Count	2	1	3	3	0	0	9
% within a position	22.2%	11.1%	33.3%	33.3%	0%	0%	100%
4 Youngest    Count	9	1	2	10	0	1	23
% within a position	39.1%	4.3%	8.7%	43.5%	0%	4.3%	100%
Total          Count	16	5	9	22	1	1	54
% within a position	29.6%	9.3%	16.7%	40.7%	1.9%	1.9%	100%

Most Like You:	1	2	3	4	7	
<b>Friends/Sociable</b>	Oldest/ Only	Second	Middle	Youngest	1-4 Combo	Total
<i>Position</i>						
1 Oldest      Count	11	0	2	5	1	19
% within a position	57.9%	0%	10.5%	26.3%	5.3%	100%
2 Second      Count	0	0	2	1	0	3
% within a position	0%	0%	66.7%	33.3%	0%	100%
3 Middle      Count	2	0	5	2	0	9
% within a position	22.2%	0%	55.6%	22.2%	0%	100%
4 Youngest    Count	7	1	5	9	1	23
% within a position	30.4%	4.3%	21.7%	39.1%	4.3%	100%
Total          Count	20	1	14	17	2	54
% within a position	37.0%	1.9%	25.9%	31.5%	3.7%	100%

Most Like You:  <b>Leader Position</b>	1  Oldest/  Only	2  Second	3  Middle	4  Youngest	5  Acquaintance	7  1-4 Combo	Total
1 Oldest      Count	11	0	1	4	2	1	19
% within a position	57.9%	0%	5.3%	21.1%	10.5%	5.3%	100%
2 Second      Count	1	1	1	0	0	0	3
% within a position	33.3%	33.3%	33.3%	0%	0%	0%	100%
3 Middle      Count	4	0	5	0	0	0	9
% within a position	44.4%	0%	55.6%	0%	0%	0%	100%
4 Youngest    Count	13	2	2	6	0	0	23
% within a position	56.5%	8.7%	8.7%	26.1%	0%	0%	100%
Total          Count	29	3	9	10	2	1	54
% within a position	53.7%	5.6%	16.7%	18.5%	3.7%	1.9%	100%

Most Like You:  <b>Follower</b>  <i>Position</i>	1  Oldest/  Only	2  Second	3  Middle	4  Youngest	5  Acquaintance	Total
1 Oldest      Count	3	0	3	11	1	18
% within a position	16.7%	0%	16.7%	61.1%	5.6%	100%
2 Second      Count	1	0	1	1	0	3
% within a position	33.3%	0%	33.3%	33.3%	0%	100%
3 Middle      Count	2	1	2	3	1	9
% within a position	22.2%	11.1%	22.2%	33.3%	1.11%	100%
4 Youngest    Count	5	0	5	11	1	22
% within a position	22.7%	0%	22.7%	50.0%	4.5%	100%
Total          Count	11	1	11	26	3	52
% within a position	21.2%	1.9%	21.2%	50.0%	5.8%	100%

Most Like You:  <b>Musical Position</b>	1  Oldest/ Only	2  Second	3  Middle	4  Youngest	5  Acquaintance	Total
1 Oldest      Count	8	1	2	7	1	19
% within a position	42.1%	5.3%	10.5%	36.8%	5.3%	100%
2 Second      Count	1	0	1	1	0	3
% within a position	33.3%	0%	33.3%	33.3%	0%	100%
3 Middle      Count	4	2	2	1	0	9
% within a position	44.4%	22.2%	22.2%	11.1%	0.0%	100%
4 Youngest    Count	11	0	5	7	0	23
% within a position	47.8%	0%	21.7%	30.4%	0%	100%
Total            Count	24	3	10	16	1	54
% within a position	44.4%	5.6%	18.5%	29.6%	1.9%	100%

Most Like You:	1	2	3	4	
<b>Artistic</b>	Oldest/ Only	Second	Middle	Youngest	Total
<i>Position</i>					
1 Oldest      Count	6	1	4	8	19
% within a position	31.6%	5.3%	21.1%	42.1%	100%
2 Second      Count	0	0	3	0	3
% within a position	0%	0%	100%	0%	100%
3 Middle      Count	3	3	1	2	9
% within a position	33.3%	33.3%	11.1%	22.2%	100%
4 Youngest    Count	8	1	4	10	23
% within a position	34.8%	4.3%	17.4%	43.5%	100%
Total          Count	17	5	12	20	54
% within a position	31.5%	9.3%	22.2%	37.0%	100%



Most Like You:	1	2	3	4	
<b>Handicapped/ Prolonged Illness</b>	Oldest/ Only	Second	Middle	Youngest	Total
<i>Position</i>					
1 Oldest      Count	5	0	2	5	12
% within a position	41.7%	0%	16.7%	41.7%	100%
2 Second      Count	0	1	1	1	3
% within a position	0%	33.3%	33.3%	33.3%	100%
3 Middle      Count	0	0	4	1	5
% within a position	0%	0%	80%	20%	100%
4 Youngest    Count	7	1	2	3	13
% within a position	53.8%	7.7%	15.4%	23.1%	100%
Total          Count	12	2	9	10	33
% within a position	36.4%	6.1%	27.3%	30.3%	100%

<b>Were there any known miscarriages in your family</b>	<b>1</b> Yes	<b>2</b> No	<b>3</b> Don't Know	<b>Total</b>
<i>Position</i>				
<b>1 Oldest      Count</b>	7	10	1	18
<b>                    % within a position</b>	38.9%	55.6%	5.6%	100%
<b>2 Second      Count</b>	1	1	1	3
<b>                    % within a position</b>	33.3%	33.3%	33.3%	100%
<b>3 Middle      Count</b>	5	3	0	8
<b>                    % within a position</b>	62.5%	37.5%	0%	100%
<b>4 Youngest    Count</b>	7	15	0	22
<b>                    % within a position</b>	31.8%	68.2%	0%	100%
<b>Total            Count</b>	20	29	2	51
<b>                    % within a position</b>	39.2%	56.9%	3.9%	100%

<b>If yes, when did the miscarriage occur</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
	<b>Before</b>	<b>After</b>	<b>Don't Know</b>	<b>1-2 Combo</b>	<b>Total</b>
<i>Position</i>					
<b>1 Oldest      Count</b>	4	2	1	1	8
<b>        % within a position</b>	50%	25%	12.5%	12.5%	100%
<b>2 Second      Count</b>	0	1	0	0	1
<b>        % within a position</b>	0%	100%	0%	0%	100%
<b>3 Middle      Count</b>	2	2	1	0	5
<b>        % within a position</b>	40%	40%	20%	0%	100%
<b>4 Youngest    Count</b>	6	1	0	0	7
<b>        % within a position</b>	85.7%	14.3%	0%	0%	100%
<b>Total          Count</b>	12	6	2	1	21
<b>        % within a position</b>	57.1%	28.6%	9.5%	4.8%	100%